

WWW.WWW

| www.warrington well-being way | | Te Ara Oraka O Okahau | |
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| well-being of self | | well-being of others | well-being of the environment |
| Vision | Confident, connected, actively involved, lifelong learners | | |
| Principles | High expectations, treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence, future focus | | |
| Values | Are to enhance the www | | |
| Key Competencies | Thinking, using language symbols and text, managing self, relating to others, participating and contributing | | |
| Official Languages | English, Te reo Maori, New Zealand sign | | |
| Learning Areas | Envirethical, English, the arts, health and physical education, learning languages, mathematics and statistics, science, social sciences, technology and Maori | | |
| Effective Pedagogy | Creating a supportive learning environment, encouraging reflective thought and action, enhancing the relevance of new learning, facilitating new learning, making connections to prior learning and experience, provide sufficient opportunities to learn, teaching as inquiry. Progressive education - attending to the whole child,community, collaboration, social justice, intrinsic motivation, deep understanding, active learning, taking children seriously. | | |
| ICT | E-learning, pedagogy and free (as in freedom) | | |
| Assessment | Benefits students, involves students, supports teaching and learning goals, is planned and communicated, is suited for the purpose, is valid and fair | | |
| Board Of Trustees are required to | Develop and implement a curriculum consistent with principles, in which the values are encouraged and modelled, supports the key competencies, provide effectively taught programmes in all learning areas, offering opportunities for learning a second language in years 7 and 8, | | |
| BOT required through the staff and principal | To gather sufficient information to evaluate student achievement and progress, identify at risk and non achieving students, areas of the curriculum that require attention, identify special needs of students, in consultation with the school's Maori community develop and make known plans/ targets for improving achievement of Maori students | | |
| Envirethical Curriculum | Enviro - environmentally conscious, Ethical - the way we we relate to the world in a moral way. We aim for the well-being of planet earth, other people and ourselves – WWW | | |
| Open Education | Open Education is about being open and transparent in all relationships and communication. Open in the way we view the world and open to new ideas and possibilities .It gives freedom and ownership to the process of learning Its about learning communities collaborating at a local and global level. | | |
| Warrington Decision Making Process | The well being of Warrington pupils and the sustainability of all associated with the school; needs to be protected through decisions that are informed and fundamental to this philosophy. 1. Does the decision benefit the pupils - academically, educationally,emotionally, socially, culturally, sporting, environmentally, physically? 2. Is the the decision ethically sound - sustainable, uses fair trade, locally produced, environmental, healthy? 3. Is there someone we need to consult further with this decision? 4. Will this decision impact negatively on someone/thing else? | | |
| States of Matter | Our school structure can be likened to states of matter. Solid – children requiring structure and external motivation to aid their learning. Liquid – children who are beginning to use intrinsic motivation to learn but still require some structure. Gas – children primarily using intrinsic motivation for learning. Our educational approach is to aim for this gaseous state for all learning. | | |
| Charter Undertaking | In accordance with Section 63 of the Education Standards Act (2001), the Warrington School Board of Trustees undertakes to take all reasonable steps (not inconsistent with any enactment, or the general law of New Zealand) to ensure that (a) the school is managed, organised, conducted, and administered for the purposes set out or deemed to be contained in this charter; and (b) the school, and its students and community, achieve the aims and objectives set out in the school charter. This charter has been approved by the Board following consultation with the community and consideration of obligations set down by the National Education Guidelines. | | |
| ANNUAL CHARTER PLAN 2009 | This plan sets out performance targets for each of the goals identified in the school’s 3 year Strategic Plan. These goals are based on analysis of priority needs in our school. At the conclusion of the planning year results will be reported against each target. School Management is responsible for developing, implementing and monitoring programmes and procedures directed towards achieving the targets. The Board does not require that those programmes and procedures be stated in this plan, but expects to be kept informed of such actions as the year progresses. The Education Standards Act (2001) stipulates three areas for goals and targets: student achievement, school performance, use of resources. | | |
| Priority Strategic Goal for the Period 2009 to 2011 This is a ‘rolling’ plan. Each year’s strategic goal/s is confirmed at the beginning of the year. Strategic goals for subsequent years are tentative pending ‘opportunity’ adjustments and confirmations at the commencement of the year. Appropriate forms of documentation for each goal are provided in Annual Plans. | | | |

2009 - 2011 Goal

To review the curriculum throughout the school over three years with the goal of improving pupil's achievement.

| 2009 Student Achievement | To improve the exposure to science, maths, physical education and health activities by pupils. To review the educational requirements of boys | |
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| 2009 School Performance | To support teachers in teaching science, maths, physical education and health activities at all school levels | |
| 2009 Use of Resources | Provide training of teachers and support staff in relevant programmes and purchasing of resources to support programmes. | |
| Board of Trustees | Chairperson-Mark Famlton, Community Liaison-Rebecca Pearson, Property-Eric Neuman, EEO-Tim Locker, Treasurer-Jo Ward, Staff Rep-Wendy Russell, Minutes Secretary-June Anderson, Principal-Nathan Parker | |
| Area | Aims | Objectives |
| Curriculum Content | To give children, within the National Guidelines, the opportunities to learn and progress to the best of their abilities by presenting programmes and activities that are motivating, relevant to their interests, and suited to their individual achievement levels. | Each year the Principal/staff and parents will develop, revise or confirm aspects of the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the content of the curriculum. |
| Student Progress and Achievement | To monitor, assess, record and report on children's progress and achievements in ways, which accurately reveal their learning, needs, recognise their achievements, and encourage on-going progress. | The school's assessment plan will identify the key purposes, principles and practices for assessing, recording and reporting on children's progress and achievement |
| Curriculum Delivery | To provide children with a well rounded curriculum that recognises and supports pupils individual needs and talents. | Each year the Principal and staff will develop, revise or confirm aspects of the school's curriculum plan in collaboration with the Board. The plan will include specific objectives relating to the delivery of the curriculum. |
| Self-Review | To regularly self-review the school's performance so as to monitor standards and vitalise future direction and progress. | The Board with the Principal and staff will develop and operate a strategic plan for the management of its operational objectives and development goals. The Board will have a timetable for the ongoing review of its policies and plans. |
| Personnel | To be a good employer. | The Board will prepare policies and plans to appoint quality staff, so that the school can supply education in accordance with the intentions of this charter. The Board is committed to being a good employer. It will support staff development and operate a fair and effective performance management programme |
| Finance | To use funds to the full advantage of the Schools aims and priorities for children's education and their learning. | The Board will prepare an annual budget to fund the school's curriculum, personnel, property and administration activities. The Board will monitor and control income and expenditure throughout the year, and ensure the preparation, audit and publication of annual accounts. |
| Property & Resources | To continually update and upgrade teaching and learning resources. To maintain and develop the School's buildings and facilities to ensure a safe, healthy and well presented environment. | The Board will comply with the conditions of any current asset management agreement as a good steward of the State's and community's assets and prepare and implement a plan of property maintenance and development, including provision for safety and hygiene. |
| Community Partnership | Encourage appropriate community participation in the life of the school and to inform the community about the school's activities on a regular basis. | The Board will promote parent/community communication and involvement. |
| Reviewed | The Board of Trustees reviewed this Charter as its undertaking to the Minister of Education on 7th May 2009 | |
| Copy | The Board of Trustees sent a copy of the 2009 Warrington School Charter and 2009 Annual Report to the Ministry of Education Dunedin on the ??? of May 200 | |